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CORRESPONDENCE.

No.D.1366-I.A/36.

A copy of the undermentioned paper is forwarded to

the Chif Secretary to the Government of Assam,
the Hon'ble the Resident at Hyderabad.
the Hon'ble the Resident in Mysore,
the Hon'ble the A.G.G. in Central India,
the Hon'ble the A.G.G. in Rajputana,
the Hon'ble the A.G.G. and C.C. in Baluchistan,
the Hon'ble the A.G.G. in the States of Western India,
the A.G.G. for the Gujarat States and Resident at Baroda,

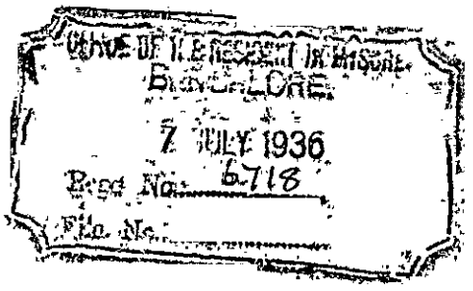
for information and favour of such action as may be considered necessary.

By order, etc.,

S. N. Sivaswa

Assistant Secretary to the Government of India.

Foreign and Political Department,
Simla,
the July 1936.



Extract from the proceedings of the Council of State held on the 16th March 1936.

Extract from the Council of State Debates, Vol. I, No. 10.

The Council met in the Council chamber of the Council House at New Delhi on Monday, the 16th March 1936.

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RESOLUTION *RE.* REMOVAL OF MASS ILLITERACY.

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA (United Provinces Central: Non-Muhammadan): Sir, I rise to move:

"That this Council recommends to the Governor General in Council to take immediate and effective steps for the banishment of mass illiteracy from this country".

Sir, no greater apathy has been shown to any other problem of the day than the removal of mass illiteracy in India by the Government of India. Whenever this question has been placed before the Government, they have shirked their responsibility by saying that Education is a provincial subject and should be dealt with there. I agree to the extent that it is a provincial subject and great attention should be paid to it by the provinces. But what are the actual facts? Let us examine them patiently and calmly. We all know that the provincial budgets are in deficit. The Provincial Governments have limited sources of income. They cannot spend as much as is demanded by this important problem. They have left the responsibility for mass education to the district and municipal boards. The condition of these local bodies is also deplorable. They cannot spend as much money as is demanded by this great and important problem. So it is a vicious circle, and illiteracy in India is appalling. After a rule of about two centuries, the percentage of education in India is not beyond 10 per cent. It is time now that the Government of India should come to the help of the provinces in evolving a scheme by which they may fix a certain period within which illiteracy should be removed from India as other countries have done, and I have brought this Resolution forward with this object. I do not mean that it should be removed by magic. A regular programme should be set up by which we should know the time during which this important problem will be tackled successfully. Sir, our rulers very often ask us to be thankful to them for introducing into the country railways, telegraphs, telephones and other inventions of modern civilisation. But they forget that in the absence of these, the government of the country would have become impossible, and today, even no army of occupation can do without them. The test of the success of a Government is not merely whether it has supplied the country with these modern means of communication, but whether the country has kept pace with other countries in respect of education on which its whole future depends. Sir, I would like to draw the attention of Honourable Members to the statements by two important educationists, one belonging to the Government—I mean Sir George Anderson, formerly Educational Commissioner, and the other, Dr. Tagore, whom we all revere and for whose learning we all have considerable respect. Honourable Members will remember that in the first week of February, 1936 there was an Educational Week in Bengal, and these two eminent educationalists took part in the Week and delivered addresses. What Sir George Anderson said about this problem I would place very shortly in two or three sentences before the House. Recognising the vital importance of education in the life of the country, he said:

"Though education by itself cannot remove poverty, cannot improve communications, cannot abolish disease, cannot modify social customs, it is yet an essential preliminary to all reforms".

Further on he said:

"When we review the actual effects of our labours we realise, as we must, that the quantitative progress in primary education is by no means attended by a commensurate reduction of illiteracy and that such increase in literacy as has been achieved is almost counterbalanced by the increase in population, then there is certainly much cause for grave disquietude".

Sir, it is on account of this "grave disquietude" that we are pressing this Resolution before the House. Further on he also observed that there are two great obstacles in the way of mass education in India, and those were the grinding poverty of the masses and social customs. But I must submit that if we have to wait for the removal of poverty and the change of social customs

before introducing compulsion, then we may have to wait till the Greek Kalends. The experience of every country which has introduced compulsory primary education has been that this much desired change followed and did not precede the spread of enlightenment. Now, Sir, what did Dr. Rabindra Nath Tagore say in his address on the "Ideals of Education" in the same place and during the same Week. He advocated universal education of the masses and described the present system in the following beautiful words:

> "A society with its strong vitality constantly exerts its natural will to live mainly in the two-fold pursuits of livelihood and learning. It is a sign of partial paralysis, a disease peculiar to barbarism if the upper classes alone are properly fed and taught and flourish while society as a whole remains indifferent to the lower classes being half or wholly starved".

Further on he said:

> "No civilised society can tolerate the soul-destroying barbarity of a miserly irrigation of the popular mind, such as can enable knowledge to penetrate but a few inches of its upper layer putting at least a thin veneer of intellectual life over the stony inertness of the vast desert beneath. And I cry shame on the cruel fate that compels India to submit supinely to such a plight".

These are the observations of two distinguished educationalists, one belonging to the service of the Government of India and another whom we all respect for his learning and education.

Now, Sir, the next important thing that can come in the way of the spread of mass education is lack of funds, as I think the Government might say. But I do not agree on that point also, because I would like to know from the Government if the Provincial or Central Governments have ever taken the loan of a rupee for the sake of spending on education? I know, and we see daily, that money has been and is being borrowed for other objects of administration, defence and other things. But as far as I am aware—I speak subject to correction—money has never been borrowed for the sake of stimulating mass-education.

THE HONOURABLE LIEUTENANT-COLONEL NAWAB SIR MAHOMED AKBAR KHAN: Money is spent on useful purposes which are of closer concern to the Government.

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA: I quite agree that money is spent on useful purposes according to his views. We on this side of the House think that the spread of education is the most useful way of spending money and is the first and foremost demand on any civilised Government.

THE HONOURABLE THE PRESIDENT: You are referring of course to primary education? Why do not the provinces borrow money?

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA: Sir, I am personally in favour of borrowing for this object both by the Provincial and Central Governments.

Sir, the total amount spent from public funds in the whole of British India for education of all kinds and grades is comparatively insignificant, is in fact smaller than what Great Britain is spending on the London County Council.

THE HONOURABLE THE PRESIDENT: Because you refuse to be taxed in the provinces.

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA: Sir, we are of opinion that we are paying very heavy taxes according to the poverty of India. Even the emergency taxes are being continued and I do not know what more taxes are required for education.

For the benefit of this House I have collected some figures from which the House will see what India as a whole is spending on education and what is being spent in only one part of Great Britain, in the London County Council. I have got the figures for 1931 and 1932. In 1931 the population of the whole of British India was about 271 millions and the amount spent on education was Rs. 16,84,25,628. Out of this amount Government contributed Rs. 12,46,07,893; the district boards contributed Rs. 2,80,01,313 and municipal boards contributed Rs. 1,58,17,220. Hence the Government spent in 1931-32 about Rs. 13 crores or less than eight annas per head per annum. Now what are the figures there? The population of the London County Council in 1931-32 was 4,385,825. The expenditure on education was Rs. 16,95,64,720. Hence for the education of about 44 lakhs they spent about Rs. 17 crores, which is not spent on the 27 crores of people in India. It comes to Rs. 38 per head per annum. Our Government in this country are spending eight annas per head per annum, while in Britain in the London

County Council they are spending Rs. 38 per head. The whole population of India including Burma and the Indian States is 352 millions against 44 millions in Britain—I am taking the same year. India contained 18 universities, while in Great Britain there are 16. Thus so far as university education is concerned there is less than one-fifth of the facilities here. In Great Britain with a population of 44 millions university-going students were 53,306, while in India with a population of 352 millions the number of university-going students was only 10,458. In Great Britain the number of college students—I am speaking of intermediate colleges—was 78,979, while in India it was 150,238. As India's population is eight times that of Great Britain, India ought to have about 631,832 college students. Such is the condition of India——

THE HONOURABLE LIEUTENANT-COLONEL NAWAB SIR MAHOMED AKBAR KHAN: By rule of three it ought to be.

THE HONOURABLE MR. BIJAY KUMAR BASU (Bengal: Nominated Non-Official): May I ask a piece of information from my friend? What is the amount of tax per head in Great Britain and in India?

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA: I have no figures for that and I hope my friend will supply them.

THE HONOURABLE MR. BIJAY KUMAR BASU: I wish I had those figures; they would completely give the answers.

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA: Now let us read one or two sentences from the latest book, *Education in India in 1933-34* as published by the Government of India and in the very first sentence of this book they admit that it is very slow, rather practically negligent state of improvement in education in India. The first sentence of this Report runs:

> "Successive recent reports have necessarily dealt rather pessimistically with the absence of educational progress in recent years. This absence of progress has been attributed mainly to retrenchment, to the ineffectiveness of primary education and to the drift in higher education. But annual reports dealing so largely with a comparison of statistical tables for a single year with those of a previous year must necessarily give the impression that the quantitative advance in education has been very small".

Later on, on the second page they say:

> "The need for caution in the quantitative expansion of mass education has been fully recognised and consolidation and concentration are being attempted in most provinces. The evils of waste, stagnation and wastage which were scarcely recognised or diagnosed 20 years ago have been tackled and are being tackled with signs of ultimate success in most parts of India. There is, however, it is true, a general dissatisfaction with many of the existing conditions".

We find from this that the policy has now been changed. Instead of expanding mass education the policy is now going to be adopted to consolidate rather than expand. I do not agree with the policy as long as we do not have a sufficient percentage of education in our country. We all know what Russia has done in the short period for removing illiteracy from its country; we all know what Turkey has done under Kemal Pasha since the Great War; we all know what Japan has done in 20 years and to what extent they have removed illiteracy from their country and I do not know any reason why our Government after a rule of about two centuries should only put before us that they have removed illiteracy to the extent of 10 per cent. from India. There is one other interesting thing and I will not quote figures, but relate in a sentence from the Census Report of 1920 and the one recently issued after 1930. You will find that the percentage of illiteracy in 1920 was greater and it has come down in the second Census Report, which shows that with the increase of population the percentage of illiteracy has not even been kept up, not to speak of any improvement.

So I submit, Sir, with all the emphasis I can command that it is time now for the Government of India to turn its attention and give larger contributions to the provinces as well as guidance and formulate a scheme for removing mass illiteracy from India within a definite period. So far as the period is concerned, I would leave it to the Government to decide, but for God's sake we want to have a definite programme and a definite period during which o expect progress along with other nations and other countries.

With these words, Sir, I move.

THE HONOURABLE KUNWAR SIR JAGDISH PRASAD (Education, Health and Lands Member): Sir, my Honourable friend the Mover of the Resolution hails from my own province and I have often had to face his criticism in regard to a number

4 P.M

of provincial subjects. I am glad today to have again the opportunity of meeting some of his points. He began with a general tirade against the delinquencies of the Government of India to the effect that it has shown a want of a sense of responsibility in regard to education, that whenever the subject was brought up the answer was given that this is a provincial responsibility and that the matter had better be taken up in the provinces. I am glad at least of one thing, that the genesis of this Resolution is the speech which was made in Bengal by the Educational Commissioner for India, Sir George Anderson. To that extent at least we may claim credit that my Honourable friend was set thinking on this subject by the remarks that were made by Sir George Anderson, and before I proceed to deal with the Resolution I should like to take this opportunity of bearing my testimony to the great work that Sir George Anderson has done for education in India. He was for a long time Director of Public Instruction in the Punjab. He was a member of the Sadler Commission and his services to the cause of education, especially of primary education, will long be remembered in India.

I will now, Sir, come to the several points that have been raised by my Honourable friend. I think in discussing this Resolution it is dangerous to go and quote trans-oceanic analogies. This is being done in England; so and so is being done in France: Why is it not being done in India? My Honourable friend seems to forget that since 1921 the responsibility for primary education is that of the provinces. They have to formulate the policy. They have to bear the cost. It is they who have had to deal with the question of the advancement of mass education. And let us now see whether they have discharged their duties efficiently, whether they have paid sufficient attention to this very important subject. It is very easy to quote statistics. I shall not worry the House with many but I shall quote a few broad facts Between 1917 and 1933 the expenditure on education had more than doubled. It has gone up from over Rs. 11 crores to over Rs. 25 crores. As regards primary education expenditure from public funds has more than trebled. It has gone up from over Rs. 2 crores to over Rs. 6 crores. If we are only taking the quantitative expansion of education, the total number of pupils has increased in that period from 8 millions to 13 millions. Taking my own province with which I am familiar and in regard to which I had a good deal to do as Educational Secretary for more than seven years, in 1918 the Government contribution for primary education was Rs. 14 lakhs. In 1929-30 before the slump it was over Rs. 70 lakhs. The expenditure on primary education between those years had increased from Rs. 30 lakhs to over a crore. In the United Provinces the total expenditure on education is over 17 per cent. of the total provincial expenditure. It is now over Rs. 2 crores and I believe it is the largest item of expenditure in the provincial budget. Every province has tried to do what it can within its financial resources. But the difficulties in India are very considerable. Sir George Anderson in his address in Bengal has drawn attention to some of them. We have certain social customs. For example, in other countries, in Japan, in Europe, women are generally the teachers in the primary schools. In this country on account of our social customs it is not possible to employ them. (*An Honourable Member:* "But now you can, at least in the Punjab".) I say the difficulties are there—some may have more and some less, but I say these are the difficulties which are in the way of the rapid advance of education. Apart from that it is not merely a question of increasing the number of schools. You have to see that the children who are enrolled in the schools are kept there for a sufficient period in order that they may not forget what they have learned. This is one of the most important points. I am afraid that looking at the figures we find that for India as a whole, in the first four classes, only about a fifth of the boys reach class IV and the rest drop out. That is one of the unfortunate things, that you may have a large number of pupils but they do not remain sufficiently long to retain what they have learned at school. There is much wastage.

Then we have further difficulties. The distribution of schools has been most haphazard. If my Honourable friend will read the latest Report, he will find that in India the number of pupils per school is on an average 50. In Japan it is 300. On the other hand, the number of teachers per pupil is only 27. The educational codes of practically every Provincial Government permit 40 pupils per class. In England there are classes where primary teachers teach up to 50 or more. It has been calculated that if each teacher on an average were to teach 40 pupils, we should have nearly five million more students in the existing schools. If we were to teach on an average 30, the increase in the number of pupils would be over a million. Where you are spending such large sums of money, it is essential that your administration shou d be efficient. It is not enough to increase the number of schools. You have to see that the teachers are properly trained. You have to see that the schools are properly distributed, that the classes are so organised that the pupils who go there receive sufficient education of the right kind so that they can retain their literacy.

As regards the question of trained teachers a very considerable advance has been made in the provinces. But there are large variations. For instance, while at the other end, in the Punjab over 70 per cent. of the teachers are trained, in Bengal I understand the percentage of such teachers is only 20.

Then my Honourable friend did not touch on the question of compulsion. It is very often said that if compulsion were introduced, that would be a panacea for all our ills. There again, it is a question of administration. It is no use introducing compulsion unless you are sure of your ground that the schools are efficient, that they are properly housed, and that there is a trained staff. Another point which is very important is that in our endeavour to advance primary education we should not repeat some of the mistakes which we have made in regard to secondary and university education. While it should be our object to get our people literate, we should guard against the danger of isolating them from their surroundings, of getting them out of harmony with their surroundings. It would be a great disaster if all the agricultural schools were to be taught by urban teachers in an urban atmosphere. It is very essential that literacy should not lead to a drift from the country to the town. Therefore, the question of proper text books is also important.

I hope I have shown that the provinces have, since the reforms, pursued a forward policy, and have devoted considerable attention to the question of primary education, that since the reforms the question of mass education has been prominently before the Provincial Legislatures and Indian public opinion. We have a number of reports of provincial committees who have examined the question as to how best to utilise the existing funds, as to what measures should be taken in order to improve the present organisation, and to increase the number of literate people. My Honourable friend may say, "This is all very well; we have heard what the provinces have done; but what about the Government of India? Can the Government of India sit absolutely unconcerned and say that because this is a provincial subject, they do not mind what kind of education is being imparted and what is being done in the provinces". That is not the attitude of the Government of India. But I think it is desirable that we must be clear in our minds as to what the position of the Government of India is under the existing constitution. We cannot dictate to the provinces. We can only advise and in that respect we have recently taken a very important step. We have constituted a Central Advisory Board of Education, on which will be represented either the Minister or the Director of Public Instruction of each province, and on which there will be three representatives of the Inter-University Board and a number of other prominent men. It will be the function of this Board to act as a kind of clearing house of ideas and as a reservoir of information. People will be able to meet and learn from each other's mistakes and follow each other's successes. We have a very eminent educationist, as I have already said, as the Educational Commissioner. The Government of India fully recognise that it is most important that the lines of policy in regard to primary education should be clearly and soundly laid. I am prepared to send the proceedings of today's debate to the Central Advisory Board. I am sure that they will give it their closest attention. I am confident that they will examine the question and see in what respect the system of primary education in India can be made more effective. But I cannot accept the financial heresies which have been propounded by my Honourable friend to meet the recurring cost—the very large cost—that will be involved. He has suggested that the Government of India or the Provincial Governments should borrow. Has he worked out, while he was immersed in these statistical figures, what the cost would be of getting the school-going population into the schools? The figures were worked out by the Hartog Committee. I am rather inclined to think that theirs was probably an under estimate. They said it would cost Rs. 7 crores annual recurring expenditure for the education of boys alone and for girls their estimate was Rs. 19 crores. Apart from that, there would be an enormous amount of non-recurring expenditure in regard to equipment and school buildings and all the rest of it. In my own province, I think Mr. Harrop recently made an estimate of the number of boys and girls between the ages of 6 and 11 who should be at school and who are not there, and I think the figures were 18 lakhs of boys and about 30 lakhs of girls. Some years back, when I was in the province, we made estimates and we found that under the present financial conditions, it was really impossible to get all the children, who should be in school, to get them there. We must realise our limitations. Further advance is bound to be slow, but there is no need to be despondent. The great progress that has been made in recent years should make us feel hopeful. I am certain that Education will be one of the most prominent subjects under the new Constitution. I have not the slightest doubt that no Minister will be allowed to rest on his oars. There will be constant pressure that more and more funds should be spent on education. But I also think there will be a good deal of pressure that the control of the Ministry of Education on the expenditure of educational funds should be much more strict than it has been

in the past. I think there has been a general feeling that Government have allowed local boards and other expending agencies too much of a free hand. I have pointed out to Honourable Members some of the difficulties which are in our way in making an advance. I have shown to them that the Government of India are fully alive to their responsibilities, and that they have taken a very important step in constituting the Central Advisory Board of Education. I am sure that in the provinces this question will not be allowed to be forgotten. I do not see what more the Government of India can do at present. They cannot take up the position of making large recurring contributions to the provinces, and then, as a corollary, resume control over primary education. This is, in effect, what my Honourable friend suggests,—that primary education should really again become a central subject. That is a line that I do not think will be acceptable either to the provinces or to Indian public opinion.

THE HONOURABLE RAI BAHADUR LALA RAM SARAN DAS (Punjab: Non-Muhammadan): Sir, I had no intention of speaking on this Resolution, but as a few points have not been dealt with either by the Honourable Mover or by the Honourable the Leader of the House, I bring them before the House. Sir, as far as my information goes, in Travancore, an Indian State, the percentage of school-going children is about 95 per cent. if not more, which percentage cannot be achieved in India at the present pace of progress for centuries to come.

Then, Sir, another reason which stands in the way of the progress of education is unemployment. So far the Government of India has practically done nothing in this matter. In Great Britain elections have been fought on that issue. There the Government is called upon to explain every year what they have done to solve the problem of unemployment. But in India committees are appointed and then their proceedings are shelved. I am glad that the province from which the Honourable Leader of the House comes did appoint a committee under the able guidance of the Right Honourable Sir Tej Bahadur Sapru, and now we shall see how the Government deals with the recommendations of that Committee and how they intend to translate that Report into practice. Unless and until the question of unemployment is solved, it is no use saying that we want more education. I am not opposing education, but I must say that education has raised our standard of living and in the present economic depression it is the paramount duty of the Government to consider the question of unemployment before they go into the question of mass education. Mass education is a necessity. A man who has no education is like a savage and it is the duty of the Government to go on with both these things together and then bring India, so far as education is concerned, on a par with other civilised countries of the world.

*THE HONOURABLE MR. Y. RANGANAYAKALU NAIDU (Madras: Non-Muhammadan): Mr. President, although I am not a great speaker I want to say one or two words about education. Education is a necessity of civilised society. A man who has no education is equal to an animal, and in the modern State it is better to improve education and extend it before anything else. So I would request the House to support this Resolution, and I hope the Honourable the Leader of the House will directly instruct the provinces to improve the standard of mass education.

THE HONOURABLE RAJA RAGHUNANDAN PRASAD SINGH (Bihar and Orissa: Non-Muhammadan): Sir, the Resolution that is being discussed is very important and has got a very far-reaching effect. There is no denying the fact that during the period that India is being ruled by Great Britain, much has been done for the spread of education, but still there is sufficient scope for removing illiteracy from the masses. Local Governments do not lag behind in providing primary education, as funds permit, both for urban and rural areas. Landholders, too, although hard hit owing to the economic depression, try their level best to eradicate this evil of illiteracy as far as it is practicable within the sphere of their zemindaries. But still rural masses are, to a great extent, ignorant of the primary rules of sanitation, hygiene and child welfare. Dearth of skilled labourers in large numbers either in the field of agriculture or industry are no less due to this evil. The rural population are, to a great extent, ignorant in the advanced methods of cultivation, manuring, cattle-breeding and dairy-farming which are so essential in a country like India whose 85 per cent. of the population has to depend mainly on agriculture. Sir, I therefore think that Government, who has done so much for the uplift of the rural population, will gradually evolve a more vigorous scheme for the spread of mass primary education whenever they have surplus funds at their disposal.

THE HONOURABLE RAJA GHAZANFAR ALI KHAN (West Punjab: Muhammadan): I am very glad that the Honourable Leader of the House

* Not corrected by the Honourable Member.

has not opposed the Resolution, because opposing this Resolution would really mean refusing to take early steps to remove illiteracy in this country which cannot possibly be the object of any Government. I acknowledge that the Provincial Governments have done something for primary education during the past years, but since 1932 or 1933 the progress has not been appreciable. On the other hand I think many schools have been closed down which were open during the period from 1920 to 1930.

Now, Sir, the future of this country as we all know depends upon the proper working of the new Constitution and that will entirely depend upon the interest which the voters take in sending their representatives both to the Provincial and Central Legislatures. At present a large number of these voters are absolutely ignorant and illiterate. Government having given them franchise, it is their duty to see that illiteracy is removed at the earliest possible moment. The Provincial Governments are extremely anxious in this respect, but there is no denying that their hands are very much tied and the finances at their disposal are very limited. Even under the new Constitution I shall be astonished if any minister, however well intentioned he may be, can do anything with regard to improving the present condition of education in this country. Sir, the money which is being spent on rural uplift and in introducing modern implements of agriculture and all that will only result in the income of the provinces being decreased and the income of the Central Government being increased. Therefore the Government of India should not think that education should be left entirely in the hands of Provincial Governments. As a matter of fact Government should be like parents who think that the education of their children is their most important duty, even at the risk of cutting out many of their interests and requirements in other directions. Similarly the Government of India, if they are determined to see that illiteracy is removed, should be able to make a move in that direction by contributing towards provincial funds. Now, Sir, if we had said two years ago that the Central Government should give something to the provinces for rural uplift, I am sure Government would have emphatically refused and would have said that that was the concern of Provincial Governments. But in these two years they have been able to find a little money for this object. Similarly, if the Government of India feel that it is their moral duty to see that illiteracy is removed at the earliest possible moment, they should certainly take steps in that direction, and the only step they can take is to give money to the provinces.

THE HONOURABLE RAI BAHADUR LALA MATHURA PRASAD MEHROTRA: Sir, I think some of the points raised in my speech have been misunderstood by the Leader of the House. I never wanted to say that the provinces have been shirking their responsibility or that they are not doing what they could do. I am of opinion that they are doing the best they can, but my whole object was this. They are short of funds and they cannot cope with the demand and they cannot make much headway unless they receive some help from the Government of India. My object of submitting this point was that the Government of India should not regard that this is only the duty of the provinces and the Government of India has nothing to do with it. We all know that a crore of rupees was set apart for rural development last year and in this year's Budget we find that the sum has been developed to about Rs. 2 crores and 17 lakhs. But I consider that this money is practically a waste unless you begin with giving mass education. What they are taught is practically impossible and they were stressed by my Honourable friend Raja Ghazanfar Ali Khan. They are asked to put windows in their houses and to have mosquito screens and so on and so forth. These reforms ought not to precede but follow the one and only reform by which these reforms can be utilised and that is mass education. Then, Sir, the Leader of the House pointed out many difficulties in getting trained teachers, fixing the number of boys in a class and so on. These are not difficult things. Where there is a will there is a way and they can be solved by the Central Advisory Board established by Government. As for the borrowing of money for education, I never made the suggestion referred to. What I said was that the Provincial Governments or the Government of India have so far not borrowed a single rupee for the sake of spending it in removing illiteracy from this country. If they have borrowed for other things they could have done for this also.

Sir, I am ready to withdraw the Resolution on account of the very sympathetic way in which the Leader of the House has dealt with it and as he himself was Education Secretary in our province for a very long time and knows the subject thoroughly, I am of opinion that this Resolution will find justice in his hands and he will advise the Central Advisory Board to formulate a definite scheme for removing mass illiteracy in India as well as fix some period and try to find as much money as he can from his colleague the Finance Member and give a contribution to the provinces, so that this scheme might materialise.

Sir, with these words, I do not want to press the Resolution.

The Resolution was, by leave of the Council, withdrawn.

GIPD—M143DofEH&L—15-5-36—105

THE OFFICE OF THE HON'BLE THE RESIDENT IN MYSORE,

Bangalore, the 21st July *193* 6

No. F. 980 -36 and :1
R. O. I

~~A copy of~~ The undermentioned paper(s) is forwarded to the Inspector of Schools, Coorg and Bangalore, for information and for favour of such action as may be considered necessary.

for information, in continuation of / with reference to the correspondence ending with (his)
Memorandum / letter / endorsement from
No. , dated the

By order, etc.,

for Secretary / ~~Asst. Secy.~~ to the Resident in Mysore.

List of papers.

S.N.1 / C.P.1/~~puc~~ * Extract from the proceedings of the Council of State held on the 16th March, 1936.

* In original to be kindly returned.